



Edmonds School Improvement Plan (SIP) (Grades K-6, K-8, 7-8, and 9-12) Three-Year Plan

Template Revised August 31, 2021

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2021-2022
Our School Name	Edmonds-Woodway High School

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff (500 words or less, including a table of student demographics). Other data can be added if desired.

Edmonds-Woodway High School (EWHS) is always striving to fulfill our school vision:
“The EWHS community empowers students to achieve educational excellence while demonstrating integrity and compassion through responsible citizenship.”

EWHS has also declared our commitment to equity through our Equity Statement:

“Edmonds Woodway High School is committed to equity and to supporting and sustaining an inclusive school community where ALL students – regardless of their race/ethnicity, gender-identity, socio-economic status, first language, cultural background, religious beliefs or disability – achieve educational excellence through student-centered programs and services.”

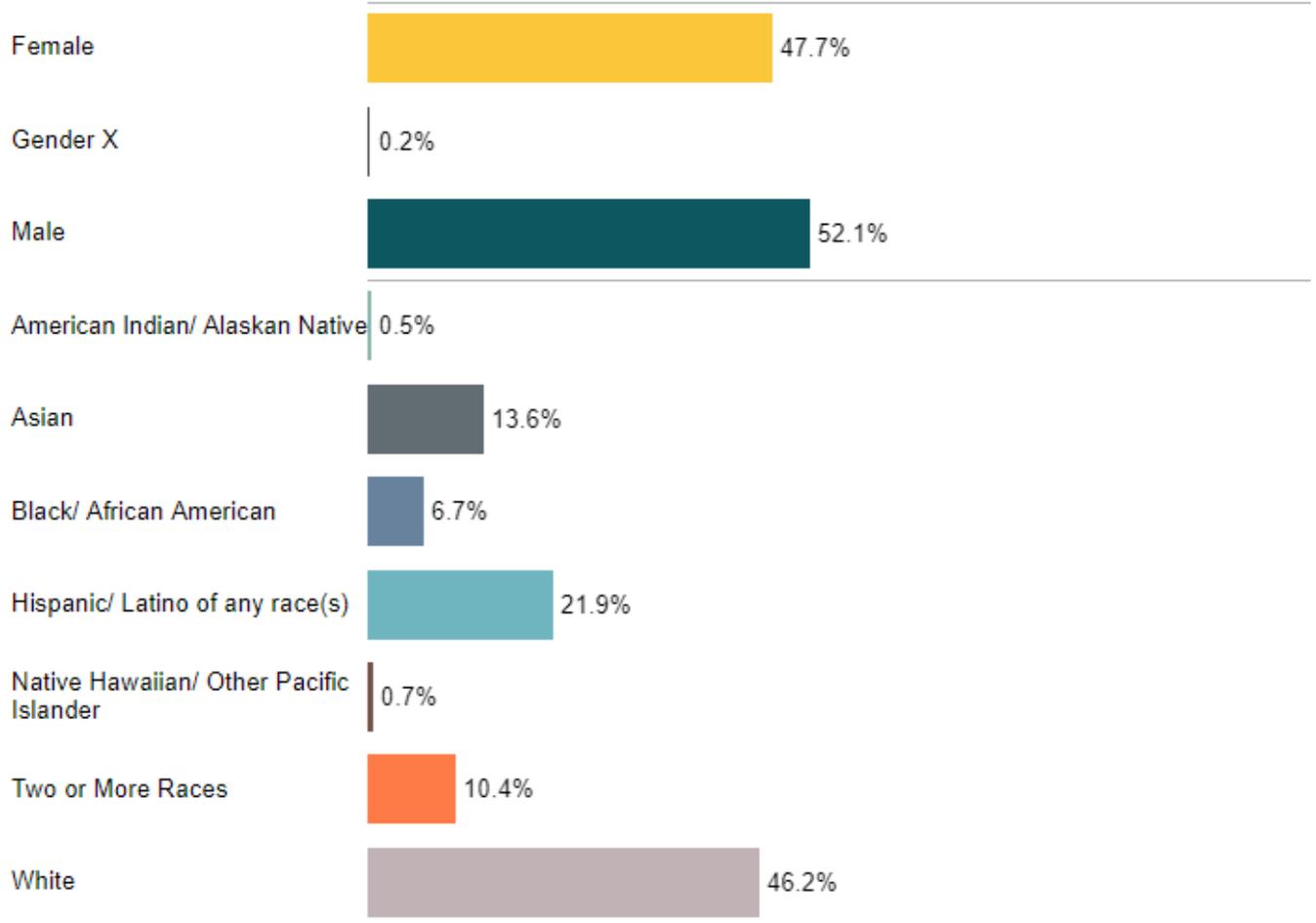
In our school vision and equity statement, we have identified the core values of: Equity and Inclusion, Student-Centered, Community, Integrity, Compassion and Citizenship.

EWHS is a large-comprehensive high school serving a diverse population of 1539 students through a wide variety of programs, including Deaf and Hard of Hearing (DHH), Multilingual Learning, Resource, and Life Skills. EWHS is home to vibrant visual and performing arts programs and highly-competitive athletic teams.

EWHS is home to the Edmonds-School District’s International Baccalaureate (IB) Program offering a full-IB Diploma Program. We are also an “IB for All” school in which IB classes are open to all students. The IB English Language and Literature course is the core IB course offered all students in Grades 11 & 12. Currently, 493 11th and 12th grade students are enrolled in at least one IB course, and 168 students are pursuing their full-IB Diploma.

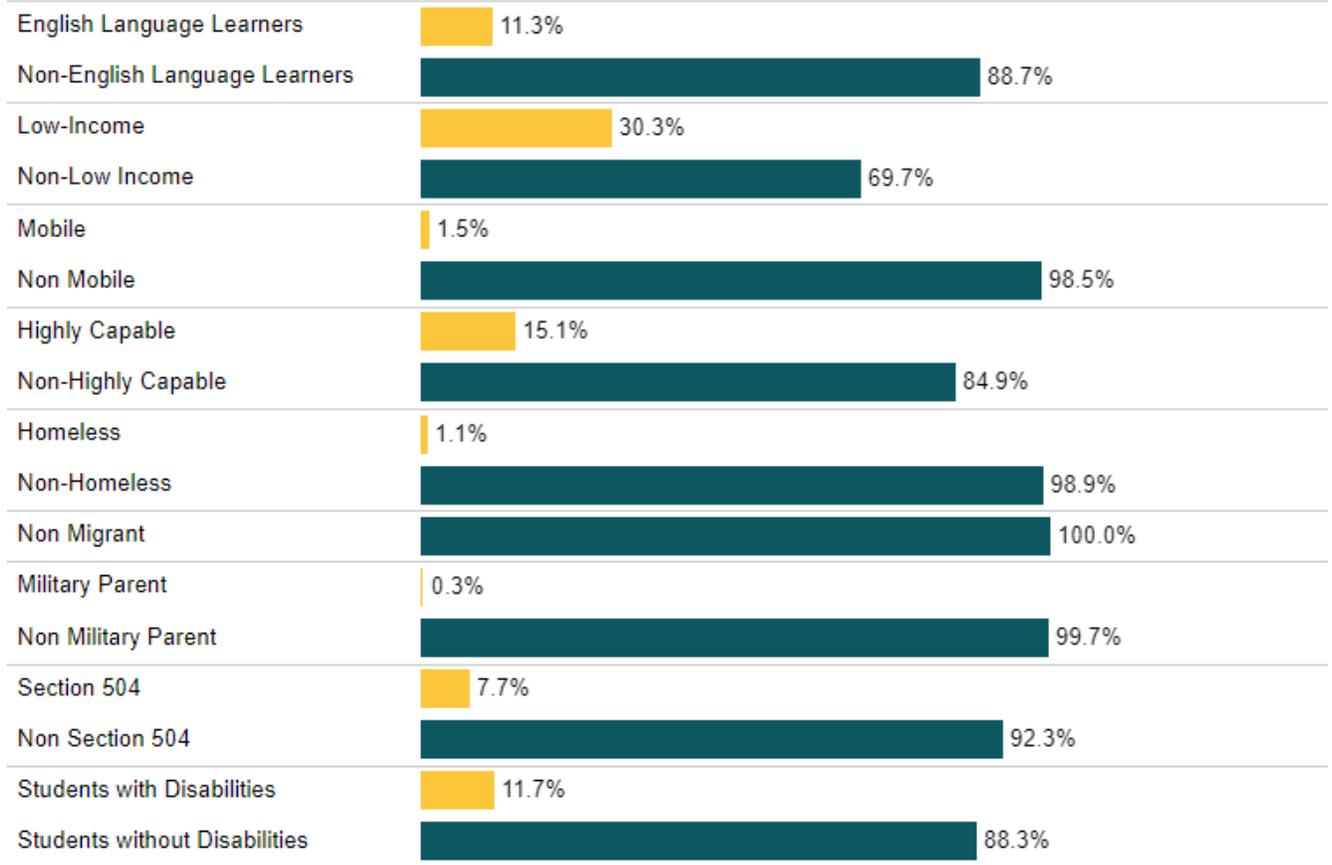
School Demographics

Edmonds Woodway High School 2020-21



(OSPI School Report Card - Enrollment by Student Demographics)

Edmonds Woodway High School 2020-21



(OSPI School Report Card - Enrollment by Student Program and Characteristic)

The EWHS community recognizes our potential to ensure all students have access to the excellent education we offer. To that end, our staff has begun a renewed examination of grading practices by reading and exploring concepts from the book Grading for Equity by Joe Feldman with the goal of implementing best grading practices over the course of several years. Our Equity Team is entering this school year with purpose, creating a plan to bring more visibility to the need for equity work and increase student and family voice in the decision-making of the school. Coming back from school closure, our teachers and supervision team are working to rebuild restorative student behavior and attendance intervention systems. And, finally, the EWHS staff understands the importance of family engagement for students to be successful and is working to expand opportunities to foster connections with families. In this menu of opportunities, we are building on our work during the 2020-21 to offer regular family/teacher conferences over zoom to provide families a 1:1 opportunity to meet with teachers.

All of these strategies are reflected throughout our 2021-22 School Improvement Plan.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E₃ Vision)	The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.
Our Mission	With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.

Data and Stakeholder Engagement Summary

E₃ Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below. <i>Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.</i>
Equity (such as student demographics)	<ul style="list-style-type: none"> ● All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities. ● District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups ● Staff professional development topics, attendance ● Panorama Equity and Inclusion Student Survey
Engagement (such as school culture and climate)	<ul style="list-style-type: none"> ● Skyward: Student attendance ● Panorama Student Wellness survey data ● Student participation in 2021 Spring School Re-Opening
Instructional Excellence (and student learning)	<ul style="list-style-type: none"> ● Skyward: Credit-earning/NC grades ● OSPI high school graduation rates, drop-out rates ● IB test participation and scores ● IB diploma earning class of 2021 ● Education Research & Data Center (ERDC) High School Graduate Outcomes Dashboard ● Graduation Emergency Waiver participation ● Credit Retrieval/Grad Alliance credit earning

Reflection questions

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

During the 2020-21 school year, the primary focus of our educational efforts was student engagement and credit earning due to our school closure and remote learning format. Data indicated students who had previously been successful continue to be successful, and students who previously struggled had difficulty engaging in remote learning. Students supported by special education programs and English Learning programs were particularly adversely impacted by the school closure and remote learning. Student wellness survey results in all survey administrations indicated students did not feel as connected to school as staff and families would have liked.

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?

Throughout the 2020-21 school year, educators and students were engaged in processing student engagement in school and course completion. Student wellness and engagement survey results were shared and processed at staff meetings, Instructional Council meetings and in staff newsletters. Student credit earning was tracked quarterly throughout the school year, and data was shared with staff members. The EWHS Instructional Council, a representative group of staff and students, processed this data. Our Equity Team, a group of staff and student representatives, analyzed Panorama Equity and Inclusion survey results.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

During the 2020-21 school year, EWHS students struggled with feeling disconnected from school in a remote setting. Staff reported the typical strategies they used to build connections and learning relationships with students were not effective in the remote setting. As a result, staff felt unable to re-engage struggling students in their learning. Students who were previously successful in an in-person environment showed some self-efficacy and resilience, while those who struggled demonstrated their need to grow self-efficacy to engage in their education.

This challenge is reflected in our data:

- Class of 2021 On-Time Graduation Rate - 84.4%
- Class of 2022 (Current 12th Graders) On-Track for Graduation - 70%
- Class of 2023 (Current 11th Graders) On-Track for Graduation - 65%
- Class of 2024 (Current 10th Graders) On-Track for Graduation - 75%
- June 2021 Student Wellness Survey - 55% of students feel connected to an adult at school

What are the goals that our school will focus on this school year and why?

Our first goal will focus on On-Time Graduation Rate:

Through effective academic guidance, credit retrieval opportunities, and employing a variety of best grading practices, the EWHS on-time graduation rate will increase to 90% for the Class of 2022.

Earning a high school diploma is essential for our students to take the next step in their post-secondary education or career. The EWHS On-Time Graduation rate has been essentially the same for the last 5 years. EWHS hopes to

improve with intentional focus on credit earning throughout the student high school career, and providing alternative credit earning options the juring the junior and senior years.

Our second goal will focus on On-Time Credit Earning:

By implementing a variety of grading practices that communicate learning and develop student self-efficacy and the offering of credit retrieval options, the percentage of students on-track to graduation will increase to at least 80% for the graduating classes of 2023, 2024 and 2025.

As we improve the number of students earning credit on-time in earlier grades, we will also improve the On-Time Graduation rate. During the 2020-21 school year, the EWHS staff was compelled to question and reflect on grading practices and how those practices are impacted by equity issues. Focusing on grading practices that communicate learning and develop self-efficacy create culturally responsive learning experiences for our students.

Our third goal will focus on Student Engagement:

By creating additional opportunities for students and families to engage as partners in the EWHS community, the number of students reporting on the Student Wellness survey that they feel connected to adults at school will increase from 55% (June 2021) to 75%.

During the 2020-21 remote learning, students indicated in multiple Student Wellness surveys that they did not feel as connected to EWHS adults as the Edmonds-Woodway community would have liked. Efforts to increase this engagement, building relationships by partnering with students and families has the potential to increase this indicator in Student Wellness surveys administered during the 2021-22 school year.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

SIP Goal 1: Through effective academic guidance, credit retrieval opportunities, and employing a variety of best grading practices, the EWHS on-time graduation rate will increase to 93% for the Class of 2022.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If Administration and Counseling staff intentionally monitor progress of Class of 2022 students and provide systematic interventions, then the number of students who graduate on time will increase.

How will we get the work done?

Strategies we will complete this year

Person or team responsible

Strategy 1: Counselors and students of the class of 2022 develop individual graduation plans and track plans regularly.	Counseling Team
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How will we know that the strategy is working?

Strategy 1: Counselors and students of the class of 2022 develop individual graduation plans and track plans regularly.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<i>30-day plan</i>	<ul style="list-style-type: none"> ● <i>Counselors review all graduation plans for credit deficiencies.</i> ● <i>Counselors meet with students needing revised grad plans.</i> ● <i>Create credit tracking system in collaboration with principal.</i> ● <i>Identify students who will benefit from Grad Alliance credit retrieval options.</i> 	<i>Counselors complete/revise plans. Grad Alliance enrollment initiated.</i>
<i>60-day plan</i>	<ul style="list-style-type: none"> ● <i>Credit Retrieval teachers regularly monitoring and meeting with students enrolled in Grad Alliance.</i> ● <i>Counselors monitoring progress in current classes.</i> ● <i>Counselors meet with students as needed regarding on-time graduation.</i> 	<i>Skyward: Current Grade Information Grad Alliance completion</i>
<i>90-day plan</i>	<ul style="list-style-type: none"> ● <i>Counselors revise graduation plans upon completion of Semester 1.</i> ● <i>Counselors and principal meet regularly to revise plans for seniors not on track for graduation to review additional credit earning options.</i> ● <i>Counselors meet with students as needed regarding on-time graduation.</i> ● <i>Graduation plans and information shared with families.</i> 	<i>Skyward: Semester Grade Information Grad Alliance completion</i>

Please complete the mid- and end-of-year reflect and revise summary using this link.

 [SIP Reflect and Revise Summary](#)

SIP Goal 2: By implementing a variety of grading practices that communicate learning and develop student self-efficacy and the offering of credit retrieval options, the percentage of students on-track to graduation will increase to at least 80% for the graduating classes of 2023, 2024 and 2025.

Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)

If EWHS staff employ strategies that develop student self-efficacy skills in their own learning and in their long term planning, student achievement and credit earning will increase.

How will we get the work done?

Strategies we will complete this year	Person or team responsible
Strategy 1: Counseling and Career Center staff will engage students in developing their individual HSBP 4-Year Education Plan at the 9th and 10th grade levels.	Counseling Staff Career Center Specialist
Strategy 2: Staff will guide students to develop their own learning goals in key content areas. (English, Multilingual Learning, World Language, PE, Check and Connect program)	English Teachers Multilingual Learning Teachers World Language Teachers
Strategy 3: Students will use feedback in Science and Social Studies classes to demonstrate learning by revising formative and summative assessment work.	Science Teachers Social Studies Teachers

How will we know that the strategy is working?

Strategy 1: Counseling and Career Center staff will engage students in developing their individual HSBP 4-Year Education Plan at the 9th and 10th grade levels.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p>30-day plan</p>	<ul style="list-style-type: none"> ● Review requirements of HSBP. ● Determine best delivery model to teach students to develop their 4-Year Education Plan. ● Review 4-Year Education Plan tool. 	<p>Timeline and process is documented for school year.</p>
<p>60-day plan</p>	<ul style="list-style-type: none"> ● Plan logistics for implementation. ● Plan for Family Information meetings focused on High School and Beyond Plan and the 4-Year Education Plan 	<p>Dates are set for student meetings and family meetings</p>
<p>90-day plan</p>	<ul style="list-style-type: none"> ● Counselors conduct individual meetings with each 9th and 10th grade student to develop 4 Year Education Plan ● Family Information meetings are completed. 	<p>Number of 9th and 10th grade students with completed plan.</p> <p>Number of family events</p> <p>Attendance at family events.</p>

[Please complete the mid- and end-of-year reflect and revise summary using this link.](#)

 [SIP Reflect and Revise Summary](#)

How will we know that the strategy is working?

Strategy 2: Staff will guide students to develop their own learning goals and utilize teacher feedback in key content areas. (English, Multilingual Learners, World Language, Check and Connect program)

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p><i>30-day plan</i></p>	<p><i>World Language</i></p> <ul style="list-style-type: none"> ● <i>Teachers align understanding of quality feedback</i> ● <i>Observe how students use feedback to improve learning</i> ● <i>Intentionally sequence feedback provided on formative and summative assessments</i> <p><i>Multilingual Learners</i></p> <ul style="list-style-type: none"> ● <i>Implement iReady Reading diagnostic</i> ● <i>Use diagnostic results to plan whole class and individualized reading instruction</i> ● <i>Facilitate students to set reading goals based on iReady results</i> <p><i>English</i></p> <ul style="list-style-type: none"> ● <i>Initialize student-centered goal setting</i> ● <i>Communicate with families regarding “Point-less” grading system</i> <p><i>Check and Connect</i></p> <ul style="list-style-type: none"> ● <i>Students identified to be assigned to mentor.</i> ● <i>Mentors schedule initial goal setting meetings.</i> 	<p><i>World Language</i> <i>Teachers meet collaboratively regarding feedback</i></p> <p><i>Multilingual Learners</i> <i>iReady Reading diagnostic baseline reading level</i></p> <p><i>English</i> <i>Students set goals</i> <i>Communication with families completed</i></p> <p><i>Check and Connect</i> <i>Students identified</i></p>
<p><i>60-day plan</i></p>	<p><i>World Language</i></p> <ul style="list-style-type: none"> ● <i>Teach students how to effectively use feedback to meet learning goals</i> ● <i>Prompt student reflection on learning after summative assessments</i> <p><i>Multilingual Learners</i></p> <ul style="list-style-type: none"> ● <i>Initiate independent reading using student reading response journals</i> <p><i>English</i></p> <ul style="list-style-type: none"> ● <i>Employ grading conferences strategy with grading conference at the end of 1st quarter</i> <p><i>Check and Connect</i></p> <ul style="list-style-type: none"> ● <i>Students/mentors schedule regular goal setting and review meetings</i> 	<p><i>World Language</i> <i>Students demonstrate ability to use feedback effectively</i></p> <p><i>Multilingual Learners</i> <i>Mid-year iReady Assessment</i></p> <p><i>English</i> <i>Reflection on grading conference implementation</i></p> <p><i>Check and Connect</i> <i>Number of frequency of meetings</i></p>
<p><i>90-day plan</i></p>	<p><i>World Language</i></p> <ul style="list-style-type: none"> ● <i>Regularly use positive feedback and “Can Do” statements in class to develop self-efficacy</i> <p><i>Multilingual Learners</i></p> <ul style="list-style-type: none"> ● <i>Conduct student goal-setting conference to review and revise reading goals</i> 	<p><i>World Language</i> <i>Summative assessment scores</i></p> <p><i>Multilingual Learners</i></p>

	<ul style="list-style-type: none"> ● <i>Celebration achievement with students for reaching reading goals</i> <p><i>English</i></p> <ul style="list-style-type: none"> ● <i>Conduct grading conference strategy to determine final grades</i> <p><i>Check and Connect</i></p> <ul style="list-style-type: none"> ● <i>Students/mentors schedule regular goal setting and review meetings</i> 	<p><i>End of Year iReady Assessment</i></p> <p><i>English</i> <i>Grading Conference complete</i></p> <p><i>Check and Connect</i> <i>Students earn passing grades in classes</i></p> <p><i>All</i> <i>Skyward: Grade Distribution</i></p>
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[Please complete the mid- and end-of-year reflect and revise summary using this link.](#)

 [SIP Reflect and Revise Summary](#)

How will we know that the strategy is working?

Strategy 3: Provide students the opportunity to revise formative and summative work. (Science, Social Studies)

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<i>30-day plan</i>	<p><i>Science and Social Studies</i></p> <ul style="list-style-type: none"> ● <i>Teachers align process for revision and grading of formative and summative work</i> ● <i>Communication to students and families regarding revision opportunities</i> ● <i>First exam is administered</i> 	
<i>60-day plan</i>	<p><i>Science and Social Studies</i></p> <ul style="list-style-type: none"> ● <i>Students are provided the opportunity for revisions</i> 	<i>Number of students demonstrating mastery of standards assessed</i>

90-day plan	<i>Science and Social Studies</i> <ul style="list-style-type: none"> Teachers reflect upon revision opportunity for year-long implementation 	Number of students demonstrating mastery of standards assessed
<p>Please complete the mid- and end-of-year reflect and revise summary using this link.</p> <p> SIP Reflect and Revise Summary</p>		

<p>SIP Goal 3: By creating additional opportunities for students and families to engage as partners in the EWHS community, the number of students reporting on the Student Wellness survey that they feel connected to adults at school will increase from 55% (June 2021) to 75%.</p>	
<p>Theory of action (Please use “If and then” statements to explain how your strategy or strategies will achieve this goal)</p> <p>If EWHS implements intentional strategies specifically targeted for traditionally underserved student and family subgroups, then students will increase their feeling of connectedness to the EWHS learning community.</p>	
<p>How will we get the work done?</p>	
Strategies we will complete this year	Person or team responsible
<p>Strategy 1: EWHS will create a variety of differentiated opportunities for students to engage in our school community.</p> <ul style="list-style-type: none"> Conversation Circles Strategy/Equity Advisory Lessons Student Advisory Board to the Principal Peer Mediation 	<p>Principal Equity Team All Staff</p>
<p>Strategy 2: EWHS Math, Special Education (Resource and Life Skills) and CTE teachers regularly engage families in monitoring student progress using Canvas, Skyward, Zoom meetings, and individualized plans as needed staff will engage families in monitoring student progress using.</p>	<p>Math Teachers Life Skills Staff Resource Teachers CTE Teachers</p>
<p>Strategy 3: EWHS will implement Family/Teacher conferences 3 times during the school year.</p>	<p>All Teachers</p>

How will we know that the strategy is working?

Strategy 1: EWHS will create a variety of differentiated opportunities for students to engage in school community decision-making

- Conversation Circles Strategy/Equity Advisory Lessons
- Student Advisory Board to the Principal
- Peer Mediation

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p><i>30-day plan</i></p>	<p><i>School-wide student engagement strategies</i></p> <ul style="list-style-type: none"> ● <i>EWHS Staff will be trained in using conversation circles strategy to lead school-wide discussions in Advisory</i> ● <i>Student Advisory Board invitations are distributed to students, and participants are identified</i> ● <i>Students are identified to become Peer Mediators</i> 	<p><i>Student Engagement Staff training is complete</i></p>
<p><i>60-day plan</i></p>	<p><i>School-wide student engagement strategies</i></p> <ul style="list-style-type: none"> ● <i>EWHS staff present at least one Advisory lessons provided by equity team using conversation circles strategy</i> ● <i>Student Advisory Board meets at least one time</i> ● <i>Peer Mediation training is conducted</i> 	<p><i>Student Engagement Student and staff survey re: conversation circle strategy</i></p>
<p><i>90-day plan</i></p>	<p><i>School-wide student engagement strategies</i></p> <ul style="list-style-type: none"> ● <i>EWHS staff present multiple Advisory lessons provided by equity team using conversation circles strategy</i> ● <i>Student Advisory Board meets multiple times</i> ● <i>Peer Mediation meetings are used regularly to help students resolve conflicts</i> 	<p><i>Student Engagement Student and staff survey re: conversation circle strategy</i> <i>Student Advisory Board has met multiple times</i> <i>Number of Peer mediation meetings</i></p>

Please complete the mid- and end-of-year reflect and revise summary using this link.

 SIP Reflect and Revise Summary

How will we know that the strategy is working?

Strategy 2: EWHS Math, Special Education (Resource and Life Skills) and CTE teachers regularly engage families in monitoring student progress using Canvas, Skyward, Zoom meetings, and individualized plans.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p><i>30-day plan</i></p>	<p><i>Math</i></p> <ul style="list-style-type: none"> ● <i>Use Canvas to organize assignments and clear communication</i> ● <i>Encourage families to become observers on Canvas</i> ● <i>Issue class announcements through Canvas and other platforms to families</i> <p><i>Resource</i></p> <ul style="list-style-type: none"> ● <i>Case managers initiate beginning of year contact with all families on caseload.</i> <p><i>Life Skills</i></p> <ul style="list-style-type: none"> ● <i>Identify interventions to increase student attendance</i> <p><i>CTE</i></p> <ul style="list-style-type: none"> ● <i>Schedule regular message to families regarding class objectives and assignments</i> 	<p><i>Math - Number of parent observers in Canvas</i></p> <p><i>Resource - Increased student and family communication</i></p> <p><i>CTE - Increase in communication to families</i></p>
<p><i>60-day plan</i></p>	<p><i>Math</i></p> <ul style="list-style-type: none"> ● <i>Increase communication to families about their student’s progress in math classes.</i> <p><i>Resource</i></p> <ul style="list-style-type: none"> ● <i>Case managers engage students and families in post-secondary transition planning</i> <p><i>Life Skills</i></p> <ul style="list-style-type: none"> ● <i>Communicate attendance interventions to families of individual students</i> <p><i>CTE</i></p>	<p><i>Math - Increased communication with families</i></p> <p><i>Resource - Families and students participate in planning</i></p> <p><i>CTE - Progress reports provided</i></p>

	<ul style="list-style-type: none"> ● <i>Initiate multiple strategies to provide families with progress reports</i> 	
<i>90-day plan</i>	<p><i>Math</i></p> <ul style="list-style-type: none"> ● <i>Increase communication to families about their student's progress in math classes.</i> <p><i>Resource</i></p> <ul style="list-style-type: none"> ● <i>Case manage improve data collection system to better report progress to families and students</i> <p><i>Life Skills</i></p> <ul style="list-style-type: none"> ● <i>Implement attendance interventions for students with a high number of accumulated absence</i> <p><i>CTE</i></p> <ul style="list-style-type: none"> ● <i>Schedule in-person or zoom one-on-one meetings with families to report progress of struggling students</i> 	<p><i>Math - Increased communication with families</i></p> <p><i>Resource - Progress monitoring consistently communicated with students and families</i></p> <p><i>Life Skills - Individual students demonstrate improved attendance</i></p>

Please complete the mid- and end-of-year reflect and revise summary using this link.

 *SIP Reflect and Revise Summary*

How will we know that the strategy is working?

Strategy 3: EWHS will implement Family/Teacher conferences 3 times during the school year.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<i>30-day plan</i>	<p><i>Administration and office staff prepare logistics for scheduling family/teacher conferences by zoom.</i></p> <p><i>Staff provided with training to participate in logistical training.</i></p> <p><i>Staff initiate invitations for students most needing family conference</i></p>	<p><i>Teacher and family feedback collected</i></p> <p><i>Increase participation of families of struggling students</i></p>
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	<i>First quarter conferences held</i>	
<i>60-day plan</i>	<i>Semester 1 conferences held</i>	<i>Teacher and family feedback collected</i> <i>Increase participation of families of struggling students.</i>
<i>90-day plan</i>	<i>Quarter 3 conferences held</i>	<i>Teacher and family feedback collected</i> <i>Increase participation of families of struggling students.</i>
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <i>SIP Reflect and Revise Summary</i></p>		

Section 4. Who helped co-design our School Improvement Plan?

Name:	Role:
Tanya Johnson	Art Department Chair
Shay Hastler	CTE Department Chair
Cath Fisher	Math Department Chair
Jake Bergevin	Music Department Chair
John Elsener	English Department Co-Chair
Kate Newman	English Department Co-Chair
Gordon Black	Social Studies Department Chair
Amy Emond	DHH Department Chair, Equity Team

Monica Mayes	Resource Department Chair
John Kerr	Life Skills Department Chair
Alex Costumbrado	Counseling Department Chair, Equity Team
Lorenda Guzman	World Language Department Co-Chair
Bonnie Vizarro	World Language Department Co-Chair
Kelly Kuest	Multilingual Department Chair
Nick Wellington	IB Coordinator
Madilynn Bennett	Instructional Council Student Representative
Alexandra Weber	Instructional Council Student Representative
Gabriella Berhan	Equity Team Student Representative
Ricardo Heredia Romero	Equity Team
Wendy Priest	Instructional Council Classified Staff Representative, Equity Team
Becky Heckinger	Budget Committee Chair, Equity Team
Patty Cortez Quinones	Equity Team
Karissa Richards	Equity Team Parent Representative
Allison Keresi	Equity Team
Jay Etnier	Assistant Principal

Jesse Goodsky	Assistant Principal
Allison Larsen	Principal

Links to supporting documents

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan